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ABSTRACT

This study examined the progress member states of the Southern Regional Education Board (SREB) are making toward leading the nation in enrollment and pass rates for Advanced Placement (AP) and International Baccalaureate (IB) courses. SREB states lead the country in the percentage of public schools that offer the AP program, 74%, compared with 65% nationally. Nearly half of the schools nationwide that offer IB courses are in SREB states. In SREB states the number of students who take AP exams has more than doubled since 1992. More minority students are taking AP courses in SREB states than before, and the numbers of minority and majority students taking IB courses in SREB states has increased. As more students take AP courses, the passing rates typically decrease. This has been the case in SREB states as well, but more than one-third of white students, one-third of Hispanic students, and one-half of black students who passed AP courses nationwide lived in SREB states. The history of AP and IB programs in the SREB states is traced. (Contains 11 tables and 6 references.) (SLD)

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Progress in Advanced Placement and International Baccalaureate in SREB States

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College Readiness Series

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Progress in Advanced Placement and International Baccalaureate in SREB States

SREB states have set a high target for themselves: leading the nation in educational progress. One goal in *Goals for Education: Challenge to Lead* focuses on the rigor of the high school curriculum: **"All recent high school graduates have solid academic preparation and are ready for postsecondary education and a career."** One important way to assess progress toward this goal is to measure how many students enroll in and pass Advanced Placement (AP) and International Baccalaureate (IB) courses. The AP and IB programs set higher standards to prepare students for college-level courses.[1] Students are not the only ones who are better-prepared because of these programs. More than 60,000 teachers nationwide attend AP professional development each year. Because these teachers usually teach other courses as well as AP courses, the improved teaching skills that they acquire through this professional development benefit all of their students — not just those in AP classes.

SREB's goals call on states to exceed national averages on many educational measures. What progress are SREB states making toward leading the nation in enrollment and pass rates for AP and IB courses? Have some states already achieved this goal? Are the others on the right track?

Are schools offering the programs?

The Advanced Placement Program is increasingly popular in schools nationwide. **SREB states lead the nation in the percentage of public schools that offer the AP Program — 74 percent, compared with 65 percent nationally.** The percentages exceed the national average in 10 SREB states (Delaware, Florida, Georgia, Kentucky, Maryland, North Carolina, South Carolina, Texas, Virginia and West Virginia). Delaware offers AP in every high school; more than 90 percent of high schools offer AP courses in Maryland, North Carolina and South Carolina. (See Table 1 and Figure 1.)

[1] For the history of these programs, see page 8.

Figure 1
Percent of Public Schools Offering the Advanced Placement Program, 2002

Fewer than 60% | 60% to 74% | 75% or more

United States: 65% **SREB states: 74%**

Source: The College Board

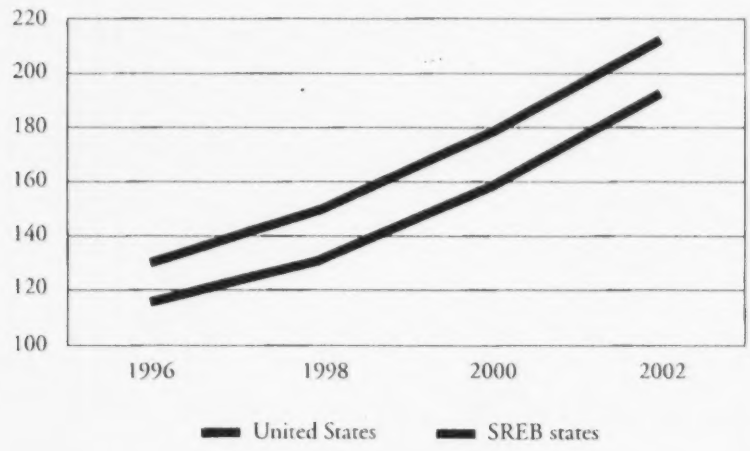
The International Baccalaureate Program is another important means for students to prepare for college. Although the program is not as extensive and well-known as Advanced Placement, the numbers of public and private schools that offer it have almost doubled since 1997 both in SREB states and in the nation. More students participate in the program and take IB exit exams in Florida than in any other state. Only California offers the program in more schools. Nearly half (47 percent) of the schools nationwide that offer IB are in SREB states. (See Table 2.)

What students take the courses?

The number of students in public schools who take AP exams has increased steadily since 1992. In SREB states, the number more than doubled during that time — from 98,860 students in 1992 to 273,335 students in 2002. Students in SREB states account for more than 35 percent of all students in public schools nationwide who take at least one AP exam. In 1992, the figure was about 32 percent. (See Table 3.)

The numbers of AP exams per 1,000 juniors and seniors in public and private schools provides a means to compare the progress across states in promoting AP. The regional rate in 1996 was 116 exams per 1,000 juniors and seniors, compared with 130 nationally. While the regional rate increased by 2002, it continued to trail the national average: 193 exams per 1,000 juniors and seniors in the SREB states and 212 per 1,000 juniors and seniors in the nation. The rates were higher than the national average in eight SREB states (Delaware, Florida, Georgia, Maryland, North Carolina, South Carolina, Texas and Virginia). Virginia's 356 exams per 1,000 juniors and seniors was the highest state total in the nation. (See Table 4 and Figure 2.)

Figure 2
Advanced Placement Exams Per 1,000 11th- and 12th-graders, Public and Private Schools

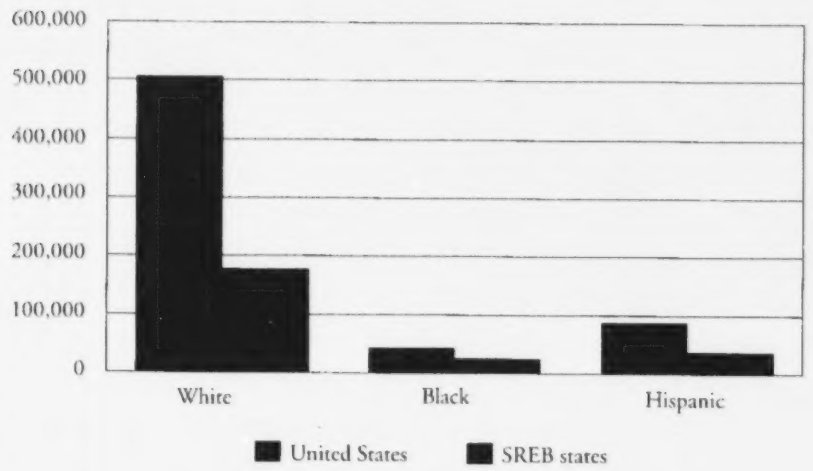


Source: The College Board

More minority students are taking AP exams in SREB states. The number of black students who took AP exams in public schools increased from 9,004 in 1993 to 23,691 in 2002. Black students in SREB states accounted for nearly 60 percent of the black students nationwide who took AP exams. There was an even more dramatic increase in the number of Hispanic students who took AP exams in SREB states — from 7,058 in 1993 to 34,676 in 2002. Hispanic students in SREB states accounted for a larger percentage of the nation's Hispanic students who took AP exams in 2002 (39 percent) than in 1993 (29 percent). (See Table 5 and Figure 3.)

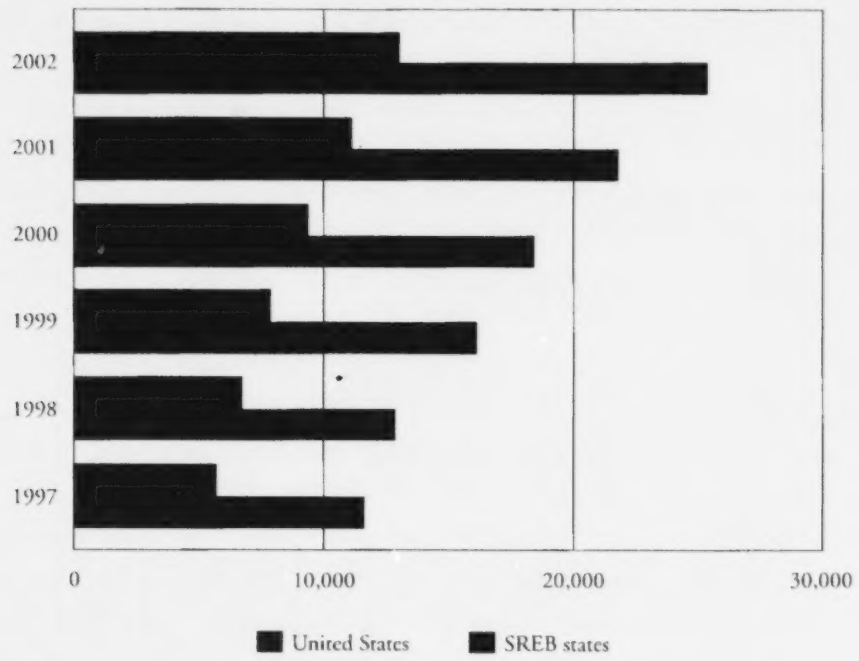
The number of students taking International Baccalaureate courses in public and private schools more than doubled both in SREB states and in the nation between 1997 and 2002. Florida led the nation in program participants (4,769) in 2002. Since 1997, students in SREB states consistently have accounted for about half of the IB program participants in the nation. (See Table 6 and Figure 4.)

Figure 3
Advanced Placement Students
in Public Schools, 2002



Source: The College Board

Figure 4
International Baccalaureate Students in Public and Private Schools



Source: International Baccalaureate Organization

The numbers of IB exams given in public and private schools also have more than doubled since 1997. More than half of all IB exams are taken in SREB states, where the number increased from 15,638 in 1997 to 36,919 in 2002. Nationwide, the number of exams increased from 30,569 to 67,697. (See Table 7.)

Schools in SREB states ranked high in Newsweek's 2003 index of Advanced Placement and International Baccalaureate exams taken in public high schools nationwide. The Challenge Index assigns each public high school a rank based on a ratio derived by counting the number of AP and IB tests taken by all students in a given year and dividing it by the number of graduating seniors. Only high schools that average at least one exam per graduating senior are listed. Schools that select more than half of their students for admission based on exams or other academic criteria, however, are not eligible for the index. This year 739 public schools made the list.

Seven of the nation's top 10 schools in the 2003 index are in SREB states: (2) Stanton College Prep, Jacksonville, Florida; (3) Paxon, Jacksonville, Florida; (4) Alabama School of Fine Arts, Birmingham; (6) George Mason, Falls Church, Virginia; (7) Myers Park, Charlotte, North Carolina; (8) Science Academy of South Texas, Mercedes; and (9) H-B Woodlawn, Arlington, Virginia. Schools in SREB states accounted for 40 percent of the top 100 high schools and 36 percent of all schools listed. (See Table 8.)

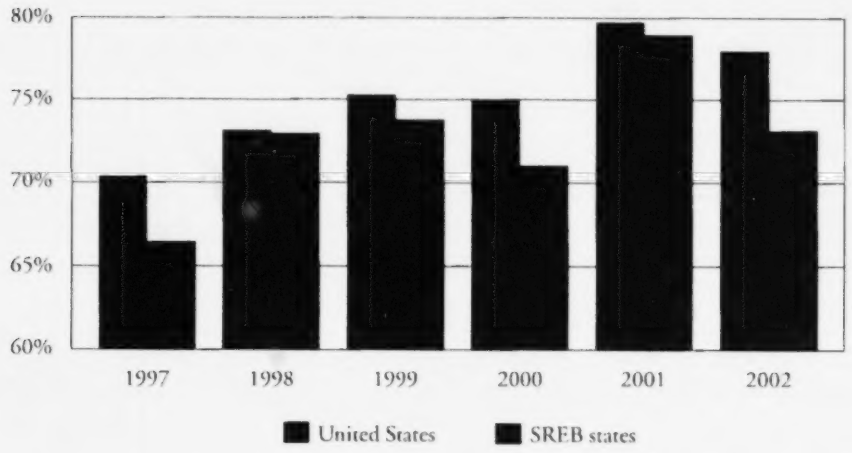
Are students passing the exams?

As more students take AP courses, the passing rates on the end-of-course exams typically decrease. In 2002, 54 percent of students in SREB states who took AP exams earned scores of 3 or higher — down from 60 percent of test-takers in 1992. Because colleges generally award credit for scores of 3 or higher, that score is considered to be "passing." Maryland's passing rate of 71 percent was the highest in the region and exceeded the national average by 10 percentage points. Delaware, Tennessee and Virginia also surpassed the national average. (See Table 9.) Even AP students who do not earn college credit by scoring 3 or higher on the exams are better-prepared for college courses than are students who did not take AP courses, according to The College Board.

The number of minority students in public schools who pass AP exams has increased in proportion with the increase in the total number of public school students who pass them. The numbers of black students in SREB states who passed AP exams more than tripled between 1993 and 2002 — from 3,492 to 10,623. Hispanic students made an even more dramatic gain — from 5,926 in 1993 to 26,023 in 2002. National patterns are similar. **More than one-third of all white students, more than one-third of all Hispanic students and more than half of all black students who passed AP exams nationwide lived in SREB states in 2002.** (See Table 10.)

The number of diplomas awarded to International Baccalaureate students has increased steadily. In 1997, diplomas were awarded to 67 percent of IB students in SREB states. By 2002 that figure had increased to 73 percent. The national averages were slightly higher: 71 percent in 1992 and 78 percent in 2002. Five SREB states (Alabama, Florida, Kentucky, Texas and Virginia) were at or above the national average in 2002. (See Table 11 and Figure 5.)

Figure 5
Percent of International Baccalaureate Students
Who Earned IB Diplomas, Public and Private Schools



Source: International Baccalaureate Organization

State actions

States and schools influence students' participation — and, ultimately, success — in Advanced Placement and International Baccalaureate. SREB states have provided funds for equipment, materials and teachers' professional development. They also have established incentives for schools and teachers to participate in the programs and have subsidized the fees that students must pay to take the exams. Dramatic increases in student participation are proof of the success of these policies.

In addition, the U.S. Department of Education sets aside funds for Advanced Placement students who demonstrate financial need. Thirteen SREB states (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee and Texas) apply for these funds and offer lower-priced AP exams for low-income students. Arkansas and Florida offer reduced fees for all students who take AP exams. Georgia and South Carolina fully subsidize AP exams for all students.

The success of the AP Program and of participating students also depends on the availability of professional development for AP teachers. AP offers various forms of professional development, including summer workshops and support for school-based teams of AP teachers. Arkansas, Florida, Mississippi, Oklahoma, Texas, and West Virginia fund professional development for AP teachers.

SREB has formed a partnership with three SREB states — Georgia, South Carolina and Tennessee — designed to increase students' access to AP courses. The three-year, federally funded project, called AP Nexus, provides online AP courses for low-income students in public high schools that do not offer AP courses. Program coordinators in the three participating states actively identify and recruit qualified students in public schools and provide them with ongoing support as they take the courses. Teachers are trained to teach the online AP courses, thus expanding the pool of qualified AP teachers and strengthening the high school curricula in the participating states.

International Baccalaureate programs are created on a school-by-school basis, and every SREB state except Delaware and Tennessee has at least one IB school. As with AP, states may apply for funds that the U.S. Department of Education allocates for IB students in financial need, but only Texas applies for these funds. Students who demonstrate financial need may be reimbursed for the fees they pay to take IB tests. Florida offers schools incentives to participate in the IB program and, as a result, is second to California in the number of IB schools. Florida schools receive extra state funding for each student who earns a passing score of 4 or above on an IB end-of-course test. All IB diploma recipients in Florida are eligible for the Florida Bright Futures Scholarship, which can be used at any state university.

History of Programs

The AP Program offers high school students the opportunity to take college-level courses. Scores range from a low of 1 to a high of 5. Colleges and universities generally award credit to any student who earns a score of at least 3 on an end-of-course test; some colleges, however, require higher scores.

AP began in 1952 with a pilot program in seven schools. It initially offered courses in 11 subjects. The program aimed to improve education by getting secondary and postsecondary schools to eliminate repetitious work. It also enabled highly motivated students to take advanced classes and move more quickly through their education.

By 1955, AP had expanded to 27 schools and the Educational Testing Service had instituted exams to determine college credit. The College Board was asked to take over administration of the program. The College Board expanded the program and began offering professional development to AP teachers. AP is now an extensive cooperative venture among secondary schools and colleges and universities. More than 10,000 U.S. high schools (62 percent) offer AP courses. There are 35 courses available in 19 subjects.

The International Baccalaureate Organization (IBO) is a nonprofit educational foundation based in Geneva, Switzerland. The IBO, which was founded in 1968, grew from efforts by international schools to establish a common curriculum and a credential for entrance to universities. More than 46,000 students in more than 800 schools worldwide participate in the International Baccalaureate Diploma Programme. More than 25,000 U.S. students between the ages of 16 and 19 in more than 300 high schools participate in the IB program — constituting more than half of IB students worldwide. IB schools receive assistance from the IBO in the following areas: curriculum and assessment development; teacher training and information seminars; and electronic networking.

The comprehensive, two-year IB curriculum includes six academic areas: language; second language; individuals and societies; experimental sciences; mathematics and computer science; and the arts. Students also are required to complete three additional elements:

- The Theory of Knowledge (TOK) is an interdisciplinary course intended to get students to reflect critically on what they learn inside and outside of the classroom.
- The Creativity, Action, Service (CAS) program, a community service component, encourages students to share their talents with others.
- The student must write an extended essay of 4,000 words on a topic of interest to him or her.

Each subject exam is graded on a scale of 1 to 7. In order to receive a diploma, a student must earn at least 24 total points — scores of at least 4 on the six subject tests. Students also must complete the TOK course, CAS activities and the extended essay satisfactorily. Students who do not earn IB diplomas still may receive college credit for individual IB courses. Colleges and universities determine whether to award credit.

Table 1
Percent of Public Schools
Offering the Advanced Placement Program[1]

	1996	1998	2000	2002
United States	58%	59%	60%	65%
SREB states[2]	73	67	67	74
Alabama	54	44	38	36
Arkansas	28	32	32	36
Delaware	88	86	100	108
Florida	82	83	82	86
Georgia	82	79	80	82
Kentucky	67	64	68	75
Louisiana	21	20	20	24
Maryland	92	94	93	94
Mississippi	39	37	38	34
North Carolina	88	87	87	93
Oklahoma	16	23	37	56
South Carolina	96	92	92	94
Tennessee	54	52	50	61
Texas	54	61	66	71
Virginia	87	82	86	87
West Virginia	78	70	64	73

[1] The College Board calculates the percentages by dividing the actual numbers of participating schools by estimated numbers of public high schools, based on surveys by Quality Education Data Inc. Inaccuracies in the estimates result in anomalies, such as the percentage reported in Delaware in 2002. Quality Education Data Inc. reports that Delaware has 24 high schools, but The College Board reports 26 schools participating in AP.

[2] The SREB regional rates are the means of the rates of the two median SREB states.

Sources: The College Board, Advanced Placement Examination Statistics, various years.

Table 2

Public and Private Schools Offering the International Baccalaureate Program

	1997	1998	1999	2000	2001	2002
United States	176	204	233	255	292	327
SREB states	80	93	106	122	138	154
SREB states as a percentage of nation	45.5%	45.6%	45.5%	47.8%	47.3%	47.1%
Alabama	4	5	5	5	5	5
Arkansas	NA	NA	NA	0	NA	1
Delaware	NA	NA	NA	NA	NA	NA
Florida	24	28	32	35	36	38
Georgia	3	3	6	9	13	15
Kentucky	3	2	2	3	3	3
Louisiana	NA	NA	NA	NA	NA	1
Maryland	8	9	10	11	11	11
Mississippi	1	1	1	1	1	1
North Carolina	7	9	12	12	14	17
Oklahoma	2	2	2	2	2	2
South Carolina	2	6	8	9	11	13
Tennessee	NA	NA	NA	NA	NA	NA
Texas	13	13	11	13	16	18
Virginia	13	15	17	22	25	28
West Virginia	NA	NA	NA	NA	1	1

"NA" indicates not applicable. No school in the state participated in the IB program in that year.

Sources: International Baccalaureate Organization, North American Statistical Summary, 1997-2002.

Table 3
Advanced Placement Students
in Public Schools[1]

	1992	1994	1996	1998	2000	2002
United States	307,073	368,780	432,751	509,895	617,547	769,452
SREB states	98,860	126,007	145,265	171,457	211,483	273,335
SREB states as a percentage of nation	32.2%	34.2%	33.6%	33.6%	34.2%	35.5%
Alabama	4,662	5,182	5,705	4,972	4,230	4,753
Arkansas	1,369	1,624	1,794	2,465	3,360	4,137
Delaware	702	734	815	975	1,173	1,533
Florida	22,759	25,870	28,491	31,758	37,971	51,222
Georgia	6,904	13,318	10,383	13,362	16,269	21,704
Kentucky	3,377	3,837	4,404	4,818	5,964	7,317
Louisiana	1,425	1,506	1,611	1,622	1,706	1,961
Maryland	6,755	8,047	10,235	12,372	15,254	20,091
Mississippi	1,496	1,659	1,928	1,878	2,005	2,224
North Carolina	8,640	12,663	14,339	15,677	19,249	24,716
Oklahoma	1,875	2,295	2,563	3,893	5,690	8,083
South Carolina	7,000	8,140	9,036	9,269	9,130	10,080
Tennessee	4,150	4,883	5,450	6,088	6,711	7,910
Texas	13,343	18,540	28,351	40,104	55,176	74,148
Virginia	12,629	15,677	17,964	20,145	25,392	30,881
West Virginia	1,774	2,032	2,196	2,059	2,203	2,575

[1] Refers to students who take at least one AP exam.

Sources: The College Board, Advanced Placement Examination Statistics, various years.

Table 4
Advanced Placement Exams Per 1,000
11th- and 12th-graders, Public and Private Schools

	1996	1998	2000	2002
United States	130	150	178	212
SREB states	116	132	158	193
SREB states as a percentage of nation	89.2%	88.0%	88.8%	91.0%
Alabama	88	84	79	92
Arkansas	42	62	84	108
Delaware	155	176	187	261
Florida	197	215	241	295
Georgia	110	144	186	218
Kentucky	86	98	122	146
Louisiana	38	42	48	50
Maryland	188	216	256	322
Mississippi	54	58	58	65
North Carolina	167	190	235	303
Oklahoma	49	71	107	153
South Carolina	178	191	190	221
Tennessee	94	104	126	134
Texas	115	149	210	262
Virginia	227	249	316	356
West Virginia	68	66	81	98

Sources: The College Board, Advanced Placement Examination Statistics, various years.

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Table 5
Advanced Placement Students[1]
in Public Schools by Race/Ethnicity

	1993			1996		
	White	Black	Hispanic[2]	White	Black	Hispanic[2]
United States	229,382	15,236	24,287	284,076	19,644	35,742
SREB states	79,995	9,004	7,058	99,443	11,265	11,832
SREB states as a percentage of nation	34.9%	59.1%	29.1%	35.0%	57.3%	33.1%
Alabama	3,727	667	29	4,310	730	45
Arkansas	1,223	55	13	1,456	82	18
Delaware	—	—	—	—	—	—
Florida	15,199	2,014	3,705	17,007	2,335	4,885
Georgia	7,953	1,606	163	7,691	1,095	138
Kentucky	3,347	59	18	3,902	83	29
Louisiana	1,021	169	28	1,054	230	45
Maryland	4,999	487	177	6,755	862	277
Mississippi	1,234	121	5	1,484	279	7
North Carolina	8,588	813	101	11,512	1,162	154
Oklahoma	1,590	115	50	1,831	138	79
South Carolina	5,645	1,162	65	6,677	1,418	83
Tennessee	3,496	435	32	4,216	513	50
Texas	10,033	468	2,283	16,652	1,153	5,422
Virginia	10,235	805	383	12,939	1,156	581
West Virginia	1,705	28	6	1,957	29	19

"—" indicates data not available.

[1] Refers to students who take at least one AP exam.

[2] The College Board classification includes the following: Latino: Chicano/Mexican; Latino: Puerto Rican; and Latino: other.

Sources: The College Board, Advanced Placement Examination Statistics, various years.

Table 5
Advanced Placement Students[1]
in Public Schools by Race/Ethnicity *(continued)*

	1999			2002		
	White	Black	Hispanic[2]	White	Black	Hispanic[2]
United States	365,799	27,263	54,748	503,693	40,663	87,982
SREB states	127,727	15,850	20,241	179,219	23,691	34,676
SREB states as a percentage of nation	34.9%	58.1%	37.0%	35.6%	58.3%	39.4%
Alabama	3,607	582	49	3,639	630	69
Arkansas	2,461	161	44	3,401	277	65
Delaware	796	53	19	1,141	106	36
Florida	20,154	2,593	6,258	30,509	4,467	9,989
Georgia	10,106	2,493	285	14,571	3,695	534
Kentucky	4,762	117	43	6,551	198	68
Louisiana	1,102	250	41	1,311	316	60
Maryland	8,997	1,274	424	13,457	2,019	787
Mississippi	1,454	512	17	1,597	448	27
North Carolina	14,169	1,524	247	19,488	2,503	508
Oklahoma	3,584	288	146	6,031	354	313
South Carolina	6,931	1,419	124	7,805	1,338	155
Tennessee	5,006	689	96	6,101	957	129
Texas	25,702	2,095	11,554	39,462	3,910	20,662
Virginia	17,098	1,766	880	21,796	2,439	1,259
West Virginia	1,798	34	14	2,359	34	15

Table 6
International Baccalaureate Students
in Public and Private Schools

	1997	1998	1999	2000	2001	2002
United States	11,728	13,577	16,080	18,551	21,612	25,024
SREB states	5,675	6,529	7,990	9,462	11,127	13,075
SREB states as a percentage of nation	48.4%	48.1%	49.7%	51.0%	51.5%	52.2%
Alabama	72	140	178	208	202	206
Arkansas	NA	NA	NA	NA	NA	35
Delaware	NA	NA	NA	NA	NA	NA
Florida	2,634	2,939	3,433	3,876	4,441	4,769
Georgia	139	179	251	396	519	669
Kentucky	128	94	112	175	214	200
Louisiana	NA	NA	NA	NA	NA	9
Maryland	564	611	669	651	744	799
Mississippi	86	67	65	52	53	62
North Carolina	420	519	636	749	801	924
Oklahoma	71	127	146	134	160	144
South Carolina	93	212	303	290	397	570
Tennessee	NA	NA	NA	NA	NA	NA
Texas	776	826	816	921	960	1,305
Virginia	692	815	1,381	2,010	2,610	3,356
West Virginia	NA	NA	NA	NA	26	27

"NA" indicates not applicable. No school in the state participated in the IB program in that year.

Sources: International Baccalaureate Organization, North American Statistical Summary, 1997-2002.

Table 7
International Baccalaureate Exams
Given in Public and Private Schools

	1997	1998	1999	2000	2001	2002
United States	30,569	36,108	43,017	50,745	57,695	67,697
SREB states	15,638	18,388	22,840	27,031	30,965	36,919
SREB states as a percentage of nation	51.2%	50.9%	53.1%	53.3%	53.7%	54.5%
Alabama	207	356	568	*580	650	601
Arkansas	NA	NA	NA	NA	NA	36
Delaware	NA	NA	NA	NA	NA	NA
Florida	8,157	8,933	10,999	12,456	13,893	15,583
Georgia	482	706	833	1,272	1,510	2,150
Kentucky	310	238	260	350	522	456
Louisiana	NA	NA	NA	NA	NA	12
Maryland	1,406	1,641	1,781	1,721	1,989	2,109
Mississippi	166	195	182	171	127	167
North Carolina	1,048	1,397	1,828	2,154	2,255	2,581
Oklahoma	143	321	432	396	480	473
South Carolina	241	498	809	750	1,012	1,373
Tennessee	NA	NA	NA	NA	NA	NA
Texas	1,873	2,127	2,119	2,456	2,424	3,228
Virginia	1,605	1,976	3,029	4,725	6,010	8,047
West Virginia	NA	NA	NA	NA	93	103

"NA" indicates not applicable. No school in the state participated in the IB program in that year.

Sources: International Baccalaureate Organization, North American Statistical Summary, 1997-2002.

Table 8
SREB-State High Schools Listed in Newsweek's 2003 Challenge Index[1]:

	Top 100	101 to 200	201 to 300	301 to 400	400 to 739	Total Schools in Index
Alabama	1	1	1	0	1	4
Arkansas	1	0	0	0	2	3
Delaware	0	0	0	1	0	1
Florida	10	8	8	1	19	46
Georgia	0	2	2	5	9	18
Kentucky	0	0	0	1	0	1
Louisiana	0	0	0	0	0	0
Maryland	5	2	4	4	19	34
Mississippi	0	0	0	0	0	0
North Carolina	6	4	11	7	11	39
Oklahoma	0	1	0	1	3	5
South Carolina	0	1	0	3	5	9
Tennessee	0	0	2	1	1	4
Texas	6	4	5	7	20	42
Virginia	11	15	5	8	22	61
West Virginia	0	0	0	0	1	1
Total	40	38	38	39	113	268
Schools in SREB states as a percentage of all schools in index	40.0%	38.0%	38.0%	39.0%	33.3%	36.3%

[1] The Challenge Index by Newsweek magazine assigns each public high school a rank based on a ratio derived by counting the number of AP and IB tests taken by all students in a given year and dividing it by the number of graduating seniors. Only schools that average at least one exam per graduating senior are listed. This year 739 schools made the list. Schools that select more than half their students for admission, based on exams or other academic criteria are not eligible for the index.

Note: Of the 739 schools listed in the 2003 index, 109 are International Baccalaureate schools, and 65 of those are in SREB states.

Sources: "The 100 Best High Schools in America," Newsweek, June 2, 2003, and www.newsweek.msnbc.com.

Table 9
Percent of Advanced Placement Exams
With Scores of 3 or Higher Taken by Public School Students

	1992	1994	1996	1998	2000	2002
United States	64%	65%	62%	63%	62%	61%
SREB states[1]	60	56	58	56	55	54
Alabama	49	52	50	54	57	57
Arkansas	63	62	59	52	52	50
Delaware	—	—	61	59	56	62
Florida	53	54	52	53	56	54
Georgia	63	49	62	56	56	56
Kentucky	46	49	48	46	47	48
Louisiana	60	62	57	61	61	56
Maryland	72	74	69	71	71	71
Mississippi	49	45	45	41	41	42
North Carolina	61	56	54	58	55	56
Oklahoma	59	66	63	58	58	59
South Carolina	55	55	51	54	55	51
Tennessee	62	64	61	61	62	63
Texas	69	69	61	56	53	52
Virginia	67	65	63	65	62	62
West Virginia	45	50	51	56	54	48

"—" indicates data not available.

[1] The SREB regional rates are the means of the rates of the two median SREB states.

Sources: The College Board, Advanced Placement Examination Statistics, various years.

Table 10
Advanced Placement Exams With Scores of 3 or Higher
Taken by Public School Students by Race/Ethnicity

	1993			1996		
	White	Black	Hispanic[1]	White	Black	Hispanic[1]
United States	215,184	6,527	20,276	275,480	8,696	29,689
SREB states	69,806	3,492	5,926	91,829	4,712	9,568
SREB states as a percentage of the nation	32.4%	53.5%	29.2%	33.3%	54.2%	32.2%
Alabama	2,663	149	28	3,279	191	35
Arkansas	905	24	6	1,181	31	15
Delaware	—	—	—	—	—	—
Florida	12,803	821	3,132	15,263	934	4,268
Georgia	5,825	479	134	7,102	491	144
Kentucky	2,125	24	18	2,695	44	33
Louisiana	768	76	32	825	108	38
Maryland	5,410	263	182	7,345	421	320
Mississippi	747	33	3	983	74	4
North Carolina	7,161	309	85	9,960	446	137
Oklahoma	1,289	35	37	1,699	59	55
South Carolina	4,808	406	54	5,702	483	80
Tennessee	3,260	189	35	3,904	223	44
Texas	10,476	264	1,782	17,217	518	3,784
Virginia	10,507	409	392	13,299	671	600
West Virginia	1,059	11	6	1,375	18	11

"—" indicates data not available.

[1] The College Board classification includes the following: Latino: Chicano/Mexican; Latino: Puerto Rican; and Latino: other.

Sources: The College Board, Advanced Placement Examination Statistics, various years.

Table 10
Advanced Placement Exams With Scores of 3 or Higher
Taken by Public School Students by Race/Ethnicity *(continued)*

	1999			2002		
	White	Black	Hispanic	White	Black	Hispanic
United States	376,632	12,656	44,938	547,139	18,737	68,628
SREB states	125,605	7,055	15,633	186,014	10,623	26,023
SREB states as a percentage of the nation	33.3%	55.7%	34.8%	34.0%	56.7%	37.9%
Alabama	2,997	172	70	3,404	194	64
Arkansas	2,008	51	51	2,816	81	60
Delaware	781	35	22	1,214	61	25
Florida	20,127	1,320	5,681	30,322	2,216	9,151
Georgia	9,493	849	242	14,710	1,339	498
Kentucky	3,199	53	31	4,757	88	64
Louisiana	982	133	54	1,093	112	52
Maryland	10,517	729	493	17,977	1,150	874
Mississippi	860	83	22	1,045	101	22
North Carolina	13,363	640	251	20,879	1,057	494
Oklahoma	3,128	118	97	8,085	628	164
South Carolina	6,672	506	114	5,104	154	224
Tennessee	4,812	350	91	6,317	377	137
Texas	26,244	959	7,478	41,144	1,685	12,947
Virginia	18,970	1,037	909	25,521	1,367	1,229
West Virginia	1,452	20	27	1,626	13	18

Table 11
Percent of International Baccalaureate Students
Who Earned IB Diplomas, Public and Private Schools

	1997	1998	1999	2000	2001	2002
United States	70.6%	73.3%	75.3%	75.0%	79.7%	77.9%
SREB states[1]	66.6	73.2	73.9	71.6	78.8	73.4
Alabama	66.6	77.1	73.9	81.6	83.8	83.5
Arkansas	NA	NA	NA	NA	NA	NA
Delaware	NA	NA	NA	NA	NA	NA
Florida	66.5	66.4	75.5	74.5	78.8	79.1
Georgia	61.8	58.0	62.9	59.2	70.4	66.1
Kentucky	78.6	90.5	76.2	59.1	76.8	81.8
Louisiana	NA	NA	NA	NA	NA	NA
Maryland	76.9	81.3	77.8	80.3	81.3	68.1
Mississippi	10.0	18.8	11.1	NA	47.4	11.5
North Carolina	68.6	74.7	72.5	68.7	79.7	74.6
Oklahoma	83.3	70.7	68.9	54.1	71.2	57.9
South Carolina	72.7	62.2	61.7	60.4	75.4	72.2
Tennessee	NA	NA	NA	NA	NA	NA
Texas	62.8	73.2	78.4	78.8	84.3	78.0
Virginia	62.8	77.9	77.4	80.7	85.5	86.1
West Virginia	NA	NA	NA	NA	NA	46.7

"NA" indicates not applicable. No school in the state participated in the IB program in that year or no school had participated long enough to have students eligible for IB diplomas.

[1] The SREB regional rates are the means of the rates of the two median SREB states.

Sources: International Baccalaureate Organization, North American Statistical Summary, 1997-2002.

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Goals for Education

1. All children are ready for the first grade.
2. Achievement in the early grades for all groups of students exceeds national averages and performance gaps are closed.
3. Achievement in the middle grades for all groups of students exceeds national averages and performance gaps are closed.
4. All young adults have a high school diploma — or, if not, pass the GED tests.
5. All recent high school graduates have solid academic preparation and are ready for postsecondary education and a career.
6. Adults who are not high school graduates participate in literacy and job-skills training and further education.
7. The percentage of adults who earn postsecondary degrees or technical certificates exceeds national averages.
8. Every school has higher student performance and meets state academic standards for all students each year.
9. Every school has leadership that results in improved student performance — and leadership begins with an effective school principal.
10. Every student is taught by qualified teachers.
11. The quality of colleges and universities is regularly assessed and funding is targeted to quality, efficiency and state needs.
12. The state places a high priority on an education *system* of schools, colleges and universities that is accountable.

The Southern Regional Education Board established these new goals in 2002. They are built on the groundbreaking education goals SREB adopted in 1988 and on a decade-long effort to promote actions and measure progress. The new goals raise further the sights of the 16 SREB states and challenge them to lead the nation.

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